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ABSTRACT

Creating a catalog for the synagogue or church library is a vital ministry, one that leads workers and parishioners to available resources for information and inspiration. Pointing out that cataloging is not too difficult or complicated for untrained professionals and volunteer librarians, this guide sets forth basic procedures for: (1) aiming toward a library ministry; (2) sorting the collection; (3) arranging the material for use; (4) establishing guidelines for cataloging; (5) obtaining supplies; (6) recording bibliographic information; (7) step-by-step processing, from marking the book for ownership to assigning a call number, to shelving the book, to filing the catalog cards; (8) using shortcuts, including catalog card services and automation; and (9) ways to encourage use of the catalog. Appendices include a glossary of cataloging terms; a list of the Dewey Decimal Classification's 200 Class; sample cards; and a list of resources. This present edition incorporates minor changes from the previous edition with updated references. (AEF)

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ED 411 787

CSLA Guide No. 5

CATALOGING MADE EASY

How to Organize Your Congregation's Library

Ruth S. Smith

Second Revised Edition

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The Church and Synagogue Library Association was formed in 1967 to provide educational guidance in establishing and maintaining congregational library service.

The organization issues publications relating to this branch of librarianship, including *Church & Synagogue Libraries*, a bimonthly publication containing news and informative articles for members and subscribers.

Membership in the nonprofit association is open to all who are interested in church or synagogue libraries. Provision is made for membership in the name of an individual, church or synagogue or institution. There also are affiliated, contributing and honorary membership categories.

For a brochure with further information, a sample copy of the official publication, or to order any publications, write CSLA, P.O. Box 19357, Portland, Oregon, 97280-0357. Phone toll free: 1-800-LIB-CSLA or 503-244-6919. FAX: 503-977-3734.

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Ruth S. Smith

CSLA Guide No. 5
Second Revised Edition
1997

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Ruth S. Smith brings years of professional experience in teaching church and synagogue librarianship to this publication. She was reference librarian for the U.S. Naval Reserves in Washington, D.C.; chief of reader services and manager of technical information services at the Institute for Defense Analyses, Washington, D.C. and Arlington, Virginia. She is a longtime member of the Library Committee, Bethesda United Methodist Church, Bethesda, Maryland, and former church librarian. She is a founder and first president of the Church and Synagogue Library Association. She has led workshops for more than thirty years and has authored several CSLA guides. She has been an instructor for the University of Utah's correspondence course on church and synagogue librarianship and is currently a consultant in library and informational sciences in Bethesda where she resides with her husband.

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PREFACE

When I was in library school, I often despaired of ever cataloging just "right." Later, as a working reference librarian, I found that cataloging always was "right" when it was consistent, the filing was logical, and the information was usable. Further, a catalog that included popular subject terms (perhaps as cross references) was infinitely more helpful, because that was the way the patrons asked for material.

In the mid-1950s, when we gathered books from around our church to form the basis of a library, another librarian and myself chose simplified cataloging rules based on standard library practices to assure consistency. The procedures for typing and filing the cards had to be logical and easy for volunteer helpers to follow. The catalog itself had to be easy for the congregation to use. I did most of the cataloging in those early years and discovered that cataloging need not be difficult and it could be fun.

I assembled a step-by-step procedures manual so volunteer staff could help. We shared those procedures with other libraries. I used it in teaching church library workshop classes. Yet, there was so much more to be said about cataloging that I wrote *Cataloging Made Easy*, published by The Seabury Press in 1978. In revised form, it was issued by the Church and Synagogue Library Association as Guide No. 5 in 1987. This present revision incorporates minor changes with updated references. The material about cataloging non-book materials appears in Guide No. 17.

I am grateful to all the friends and colleagues who, knowingly or not, have contributed to this guide.

Ruth S. Smith

1. AIMING TOWARD A LIBRARY MINISTRY

Preparing to Be of Service

Ministry means reaching out to people and helping them. In a library or resource center this is done in many ways. One of these ways is guiding and directing people to the resources that can answer their needs.

The library catalog is an important tool. It is the only index to your collection. It tells where on the shelf specific material is located. Develop a catalog which helps to locate just the right materials. Prepare it with the users' needs in mind. Make it truly a road map to the resources—a simple, complete, easy-to-use guide for the users (as well as the library staff). The best way to start is to become thoroughly familiar with the people and programs you hope to serve.

Getting to Know People

Seek to discover what makes your congregation special. What are the abilities and interests of the people you hope to serve? Find our what makes them tick. Talk with individuals about their work areas, study programs, or spiritual life. Look through back issues of the newsletter and the worship bulletin. Scan the book cards to see what books have circulated and to whom. Listen to the sermons. Talk with the minister about future topics, special emphases, and concerns of the congregation. Review regularly the official calendar of events. Talk with the leaders. Mingle and talk with people at the coffee hours and other events. Listen to the language they use. How do they ask questions when they come into the library?

Each congregation is unique. Although people have predictable interests at various ages in life, they have differing backgrounds, reading and comprehension abilities, and program or problem needs.

Store information about the congregation, such as unique words and phrases they use. Keep a card file of these terms for reference use in cataloging. Collect information about the subjects of books and other resources they like or need to use for current and future curriculum studies or discussions. Note the subjects in which you could use more material.

Dedicating Yourself to the Task

The most important element of creating a library ministry is personal commitment. Along with a sincere desire to serve others, however, is the need for training and experience. Training comes from reading, talking, and learning. Experience results from doing the work.

Remember that God is your partner. Communicate with Him often. "Truly, Lord, You know I can't do this alone. I need Your help. Guide me and direct my efforts, according to Thy will. Amen."

2. SORTING THE COLLECTION

In a grocery store, apples and oranges are separated in bins and marked with a price. In a department store, dresses and suits are sorted by size, tagged, and placed on racks. In a library, books are sorted by subject, labeled, and given a place on the shelf with other books of the same subject.

Your first task is to sort the collection. But, you need a plan for sorting, even if you have not yet begun to assemble a collection. This plan should be based on a selection policy.

Selection Policy

A selection policy is based on the purpose of your library and the interests and needs of its potential users. This policy will determine the kind of books you want in your library collection. Some considerations are: Both adult and children's books? Biography and fiction as well as non-fiction? Current and attractive only? Within the acceptance and understanding of the potential readers? More about this can be found in CSLA Guide No. 1 on *Setting Up a Library; How to Begin or Begin Again*, Guide No. 4 on *Selecting Library Materials*, and Guide No. 9 on *Policy and Procedure Manual for Church and Synagogue Libraries*.

The policy you establish for selecting materials will be your ultimate guide in screening. It is the justification for making purchases, for refusing a gift, or for taking an item out of the collection.

Screening Materials

The cataloging of books begins with the screening process.

Orders. If you are selecting from book lists, publishers' catalogs, or curriculum guides, these often list books by subject. Make a note of the subject on your order form. Then, when it comes in, make sure you receive exactly what you ordered.

If you are browsing among exhibits at a library workshop or in your favorite bookstore and buy the book on the spot, slip a note inside the front cover with a word about who would be expected to use it and the subject it covers. This information will help to catalog the book later.

Gifts are likely to come unrequested. Some may be relatively new (perhaps book-club selections). Others may be well-used favorites—from a deceased minister's library, books found in an attic or basement, or outgrown children's books and records (some in need of repair). Sort these carefully, according to your established selection policy. Be sure to advise donors that if the gifts cannot be used in the library they will be passed along to another library or to someone else who can use them.

Judging Permanence

Not all books need to be cataloged. Consider whether the book has temporary or permanent value as part of the collection. For example:

Will it serve better in the pamphlet file? Brochures and clippings about topics of current interest can be filed in a folder labeled by topic. Maps also can be handled in this way. The standard library name for this ephemeral (passing value) material is the "vertical file" because the file cabinet itself generally stands upright. Vertical file material is easier to weed when the items within folders become outdated or current interest has passed. A single card in your catalog is all that is needed to call attention to each subject folder.

Does it need to be cataloged at all? When you receive multiple copies of a study book, consider cataloging only one copy to be added to the collection and distribute the others as needed. When you receive very inexpensive children's picture books as gifts, consider placing them in the children's classroom with no strings attached (not cataloged or circulated as part of the library collection).

Careful sorting will keep your collection fresh and alive.

3. ARRANGING MATERIAL FOR USE

When a library has only a few books, you can look through the entire collection in a very short time and usually find what you want. However, as the library grows—and grow it does—an organized arrangement is vital to use of the library.

Two basic decisions are made about a book when it is added to the collection: (1) what the book is about and (2) where you will shelve it in relation to other books in the collection. This is called "classification." Your overall plan for arranging subjects on the shelf is called your "classification scheme."

Reader-Interest Scheme

To attract customers, bookstores use reader-interest schemes. Books are arranged on shelves under general topics, such as SPORTS, MYSTERIES, RELIGION, HOBBIES, BIOGRAPHY, etc. Books generally are arranged by title within each of the topics.

Like the bookstore customer, a library patron generally will respond to an arrangement that allows him to browse in his area of interest. Some small church libraries choose broad topics such as FICTION (with religious significance), PRAYER, BIBLE, BIBLE STUDY, SOCIAL CONCERNS, RELIGIOUS HISTORY, etc. Books generally are arranged by author within each of the topics.

If a small library is expected to grow beyond about 1,000 books, it is well to consider in advance how the arrangement will expand. Otherwise, when your collection reaches about 2,000 books, you will probably decide that an unplanned arrangement of topics is inadequate. A well-organized, pre-designed plan allows future expansion to develop in a natural and easy manner.

Dewey Decimal Classification

The Dewey Decimal Classification scheme combines the reader-interest concept and a logical subject order. It places like material together and related subjects nearby. Material can be added and interfiled without disturbing the overall arrangement. It can be used in a simplified form and expanded at a later date, as needed. The Dewey scheme is used in most school and public libraries and is familiar to most people. This makes them feel at home with it in the church or synagogue library.

Ten basic categories. In its simplest form, the Dewey Classification has ten basic subject categories and each is assigned a number, as noted below. Dewey subject categories can be used without the numbers, but the numbers are useful. Each number is a symbol representing the subject. Since numbers are shorter than subjects, they fit more easily on a label. That label on the spine of the book quickly identifies the book's exact place on the shelf—a big help when the book has to be reshelved.

000 – GENERAL WORKS is for books that do not fall into any specific subject category, because they include information on many topics. Shelve here the general encyclopedias, atlases, almanacs, etc.

100 – PHILOSOPHY AND PSYCHOLOGY includes metaphysical theories, branches of psychology and pseudopsychology, and philosophical theories. Shelve here your books on existentialism, the nature of being, healing of persons, mental illness, occult sciences, child study, adolescence, aging, retirement, personality, idealism, and hope for man.

200 – RELIGION includes theology, the Bible, doctrinal and devotional literature, pastoral and parochial concerns, the church, church history, denominations and sects, and non-Christian religions. This will be the largest class in a church or synagogue library.

300 – SOCIAL SCIENCE includes political science, economics, law, social welfare, education, public services, and customs and folklore. Shelve here your books on church and state, refugees, politics, labor conditions, conservation of natural resources, canon law, social security, correctional institutions, teaching (religious education may be included here), transportation, etiquette, and women.

400 – PHILOLOGY (LANGUAGE) includes texts and collections about language. Shelve here your Webster's dictionary, books of synonyms and antonyms, and texts for learning English (or Spanish or French, etc.).

500 – PURE SCIENCE includes mathematics, astronomy and allied sciences, physics, earth sciences, anthropology, biology, botany, and zoology. Shelve here the books on the solar system, dinosaurs, evolution of man, plants, seeds, trees, animals, and birds.

600 – APPLIED SCIENCE (TECHNOLOGY) includes medical science, engineering, agriculture, home economics, and chemical technology. Shelve here books on hygiene, railroads, flight, farms, forestry, domestic animals, food, child care, and home nursing.

700 – FINE ARTS AND RECREATION includes architecture, sculpture, drawing and decorative arts, painting, photography, music, and recreation. Shelve here books on ecclesiastical buildings, residential dwellings, ceramic arts, handicraft, stained glass, religious paintings, sacred music and hymns, holidays, hobbies, games, and sports.

800 – LITERATURE includes poetry, drama, essays, satire, and humor of various countries. Shelve here the collections of church plays, poetry, and cartoons.

900 – HISTORY, GEOGRAPHY, BIOGRAPHY includes the history of civilization, geography and travel, biography, and history of major geographical areas of the world. Shelve here books on description and travel, collective biography of religious leaders (except Bible characters, which will be shelved with books on the Bible) and background reading on countries in the mission studies.

Subdivisions. Each of Dewey's main classes is subdivided into ten categories each. An example is the 200 – RELIGION class. It is subdivided as follows:

200 – RELIGION (in general)

210 – NATURAL THEOLOGY

220 – BIBLE

230 – DOCTRINAL

240 – DEVOTIONAL

250 – PASTORAL, PAROCHIAL

260 – ECCLESIASTICAL THEOLOGY

270 – CHURCH HISTORY

280 – DENOMINATIONS & SECTS

290 – NON-CHRISTIAN RELIGIONS

Each of these subdivisions is further divided into ten categories each. For this further subdivision of the 200 - RELIGION class, see the Appendix A.

Decimals. This scheme is called the Dewey *Decimal* Classification scheme, because Dewey places a decimal point after the first three numbers. After the decimal point the subdivisions no longer are in groups of ten. Further divisions are tailored to the individual subjects. The numbers after the decimal may be used in whole, lopped off at the end, or omitted altogether.

Special categories. Groups of books, such as fiction and individual biography, are often handled outside the Dewey scheme. For example:

F - Adult fiction

J - Juvenile fiction

B - Individual biography

The fiction is generally filed alphabetically by author. Biography is filed by the name of the person about whom the book is written.

In order to differentiate between adult and juvenile non-fiction, use a small "j" before the classification number of children's books. Example: j225 or jB.

Library of Congress Scheme

When the library of Thomas Jefferson (a collection of some 6,500 books) was purchased by the Library of Congress in 1815, they began with the classification he used and developed a scheme to reclassify and recatalog the entire collection.

The LC scheme divides all knowledge into twenty-one classes. These classes are identified by a code composed of letters of the alphabet. Subclasses are represented by combinations of letters. Sub-topics within classes and sub-classes are identified by numbers. The scheme provides for minute groupings of subjects and is used in many large, scholarly, and technical libraries.

Some church libraries have adapted and tailored to their own needs versions of the LC classification scheme, but it realistically cannot be simplified. The unabridged LC classification schedule occupies more than two feet of shelf space, and the volume of subject headings is larger than the unabridged dictionary.

Jewish Libraries

The Association of Jewish Libraries issues publications specifically for Jewish libraries. Among them are *How to Organize a Jewish Library* by Margot Berman (New York: AJL & Jewish Book Council, 1994) which provides information about organizing or reorganizing a Judaica library, *Library of Congress Subject Headings in Jewish Studies* (New York: AJL, 1996, 2 vol.), and *The Weine Classification System* (New York: AJL, 1996, 3 vol.). Although the Association is located in New York (15 East 26th Street, Room 1034, New York 10010), its publications are available from Association of Jewish Libraries, c/o Beverly L. Newman, Vice President for Publications, 11808 High Drive, Leawood, KS 66211.

Determining the Subject

Before you assign a book to a classification category, take time to study the book. The first step is to determine what the book is all about. What is the subject, really? Look for the clues:

Title and subtitle. The title itself often tells you all you need to know about the subject of a book. Example: *Christian Living*. Sometimes the subtitle is specific enough to identify the subject. Example: *Quiet Strength; the Faith, the Hope, and the Heart of a Woman Who Changed a Nation; Reflections by Rosa Parks*. Then, some titles just do not tell enough and more information is needed. Example: *A Mother's Love*.

Jacket blurb. On the inside flap of the paper dust jacket on a new book, there often appears a brief description of the book. This is called the jacket blurb. It is intended to help sell the book and, in most cases, pinpoints the subject quite well. So, read the jacket blurb (if the book has one).

Table of contents. Sometimes the titles of the chapters identify the book's contents quite well. On the contents page there quite often is additional information under each chapter heading. Look over the table of contents.

Introduction or preface. Especially if written by the author, an introduction or preface will explain the scope and limitation of the book. However, not all books contain one.

Index. A non-fiction book is likely to have an index in the back. This is an excellent clue to the content. This helps to decide the major subject covered by the book.

Special problems. If the book includes more than one major subject, which subject will determine its classification? An example is *Psychology and Christianity*. The rule of thumb is: If one subject appears to have been treated more fully, classify the book there. If both subjects appear to have been treated equally, decide in which place the book will be most useful in your library and classify it there.

Occasionally a book with only one major subject could be classified in more than one place. An example is *Plants of the Bible*. There is a Dewey number for ANCIENT PLANTS (581.93) under the general category of BOTANY. There also is a number for NATURAL SCIENCE (220.85) under the general category of BIBLE. A church library probably would want such a book near similar Bible subjects, such as Children of the Bible.

4. ESTABLISHING GUIDELINES FOR CATALOGING

Guidelines are important. Most church libraries are staffed by volunteers. Thus the staff doing the cataloging tends to be transient. New volunteers often find themselves "in the dark" about established policies and procedures. A record, in writing, of policies and rules is reassuring. It sets you on the right track and keeps you going in the direction of previously established goals. It also defines limits—how far afield it is safe to stray.

Choosing a Catalog

The catalog is a very important tool. It is the only index to the collection. It tells where on the shelf each book is located.

Choose the type of catalog best suited to your library readers. Remember that it should be accurate, simple, and useful—a self-help road map to the collection. When readers consult your catalog, they should be able to locate material by author, title, or subject.

Card catalog. A card catalog is easy to use. New additions can be interfiled and cards for books that have been taken out of the collection can be pulled easily without disturbing the basic alphabetical arrangement.

Each drawer in the card catalog is labeled to indicate its alphabetical sequence. Guide cards within each drawer point to locations of major headings. A person can go almost directly to the information he seeks. Also, more than one person can use the card catalog at the same time.

Book catalog. Like a ledger book, a book catalog provides a "permanent" record. However, it is not as flexible. Corrections are not easy to make without damaging the entry. New additions are not interfiled, but must be tacked on at the end. An alphabetical arrangement of entries is impossible, except under the basic alphabetical letters. This, of course, assumes that the book catalog is be maintained manually—by hand.

Computer catalog. Book catalogs are coming into their own again with the advent of computers. Cataloging information is stored in the computer and automatically interfiled in alphabetical order. An updated catalog can be printed out at regular intervals and is easy to reproduce. Can you imagine an up-to-date list of the library's holdings in the minister's or rabbi's office, in each classroom, and in the lounge—as well as in the library itself?

Determine the scope. Whether prepared manually or automated, it is what you put into the catalog that will make it useful or not. The simplest form catalog contains a listing by author, or author and title. A "full-service" catalog also contains entries under words or phrases (such as subjects, joint authors, series, parts of books, etc.) so specific information can be found more easily.

Small libraries, generally, have greater need for entries which identify parts of books. These are called analytics. An example: One or two religious plays in a general collection might be the only religious plays in the library. By including this kind of detailed entry in the catalog, you can enrich the potential use of your library's resources.

Broad subject labels on the shelves are helpful, and specific subject terms can supplement those in the catalog—terms currently in use by the congregation such as finger plays, stained glass, or circuit riders.

To determine the kind of service you need to provide, answer the following questions. How much information is needed in the catalog to guide users in finding their own way? How much knowledgeable staff will be on hand to help users, or is this to be a self-service library much of the time? How will the catalog supplement the shelf arrangement? What do the users need?

Selecting a Cataloger

What makes a good cataloger? Essential qualities are attitude, expertise, and faith—not necessarily in that order. In many church and synagogue libraries, the librarian also is the cataloger. So, this section is addressed to the librarian.

Have a firm grounding in the faith. This is essential. A person needs to have an understanding of what it means to be a Christian or a Jew to catalog materials for others with these same beliefs. As a member of the congregation, become familiar with the programs and interests of your unique community. Know how to relay information in the language of the congregation.

Acquire the expertise. Get the most out of your cataloging by being well prepared for it. Take time to become familiar with standard library procedures for doing the job right. Then, be consistent so others can follow what you have done.

Adopt the proper attitude. Approach the job with the assurance that you can't *really* make a mistake. All classification is a matter of judgment. Your

judgment is correct as long as the material can be located. If the place you decide to locate an item on the shelf turns out *not* to be useful, change the classification to give it another location. But try to be consistent. Keep like materials together. If additional entries are needed in the catalog, they can be added at any time. Good judgment in these matters grows with experience.

One person should be responsible for the cataloging to make sure that it is done according to the established policies and procedures. A person with a little enthusiasm, a background in the subject field, and a willingness to learn usually can pick up enough expertise to do an acceptable job, alone or with a team of helpers.

Dividing the work. If more than one person is to help with the cataloging, divide the responsibilities. Be sure to check all work, including your own, before cards are filed or books are shelved. Accuracy is important. Consistency is essential. (See Processing Step by Step.)

- Establish a work schedule. Some libraries have one morning each week set aside for accessioning, cataloging, and planning. The cataloger and helpers work as a team. If this is not possible, take advantage of the time that people have available to work by assigning each worker to a specific job to be done.
- Set up a work cabinet. Label the shelves according to the step to be accomplished—from accessioning, classifying, and typing to labeling, pasting, and shelving. When one step is completed, it is placed in the work cabinet on the shelf for the next step. In that way, each worker knows immediately what is waiting to be done.

Opportunities to learn. The following are a few of the opportunities to learn standard, simplified library cataloging practices.

- Manuals. Obtain one of the general manuals for operating a church or synagogue library. Write to your denominational headquarters and ask if they have one. These manuals are helpful. Most of them give an overview of recommended procedures. When you need a fuller explanation to solve a specific problem, seek out someone with more experience than you.
- Other libraries. Visit other libraries. Talk with librarians. Exchange ideas. Since public libraries generally use the Dewey Decimal Classification scheme and maintain collections of religious books, public librarians can be especially helpful.
- Groups and associations, such as the Church Library Council in the Greater Washington, DC area and the Church and Synagogue Library Association (with its local chapters), provide opportunities for fellowship relationships to ripen into reliable advisory sources.
- Attend library conferences and workshops. Write to your denominational headquarters and ask about training opportunities for church library work. Plan to attend the Church and Synagogue Library Association's Annual Conference, which is held in a different city each year. Ask your local public library, council of churches, or religious bookstore to sponsor a workshop session for congregational librarians.
- Take courses at school. Community colleges often offer general library courses that are quite suitable. The University of Utah, Division of Continuing Education, Center for Independent Study (Salt Lake City, UT 84112) offers a correspondence course in congregational librarianship and awards a certificate of completion. If the final exam is taken, you also get 2 CE (Continuing Education) credits.

With the turnover of a volunteer staff, there is generally a need for training—and retraining. Pair a new recruit with an experienced staff member until the newcomer feels confident enough to go it alone.

Documenting the Procedures

A builder needs a blueprint. When I sew, I rely on a pattern and a list of instructions to guide me. Those who are expected to help with the cataloging process should have written procedures to follow.

Develop a procedures manual. Review the purpose and scope of your catalog, what material is to be cataloged and how. If you have not already done so, put it in writing. Record each step in enough detail so someone else can follow it. Even the rough draft will serve as a procedures manual.

Initially, your procedures may not be perfect. Expect some changes to be made as time goes by. However, for consistency, do not make a change unless it is clearly indicated after a searching inspection. Then, be sure to record the change in your manual of instructions.

Provide directions for users. Remember the users. Consider directional cards in the catalog, signs posted nearby, or a leaflet of instructions introducing users to the library's content and arrangement.

Keep statistics. Count what you catalog. Designate a specific step along the way at which the count will be taken. This helps to insure accuracy. Some libraries merely count the work cards after the cataloging is completed. Others count the entries in the accession book.

Keep track of the total number of items in the collection. Add the number as new books are cataloged. Subtract the number as they are withdrawn. Statistics are very useful when you need to compile a report for the administrative board or other group of the congregation.

5. OBTAINING SUPPLIES

Not every library will have exactly the same requirements when ordering cataloging supplies. Quantities will depend largely on how many items you expect to catalog. The type of supplies you order will depend on the variety of media formats to be processed. Public and school librarians, because they are used to handling these materials and ordering supplies, can be a helpful source of advice.

Library Supply Dealers

Begin by writing for free catalogs from library supply dealers, such as:

Brodart Co.
1609 Memorial Avenue
Williamsport, PA 17705

Demco Inc.
Box 7488
Madison, WI 53707

Gaylord Brothers, Inc.
Box 4901
Syracuse, NY 13221-4901

The Highsmith Co., Inc.
W. 5527 Highway 106
P.O. Box 800
Fort Atkinson, WI 53538-0800

University Products, Inc.
P.O. Box 101
517 Main Street
Holyoke, MA 01041-0101

Denominational supply centers frequently have basic cataloging materials available, along with other helps for running a library.

Estimate Requirements

As an aid in deciding which supplies to buy, make out a shopping list—like buying groceries. Consider the job to be done, how much time you have to do it, and what materials you already have on hand. What do you need to get?

Materials to be cataloged. Look back over the previous years' statistics. How many volumes were added each year? Statistics of previous years will help you estimate the number of gifts you are likely to receive, how many of the needed resources you probably can afford to purchase, and how much time you have to catalog and prepare materials for use. Example:

	Past Year	Coming Year
Books		
Gifts	27	30
Purchases	360	400
Total	387	430
Periodicals	4	5
Other Media Materials		
Videotapes	17	25
Audiotapes	10	10
Games	3	5
Kits	2	5
Other	0	5
Total	32	50
Total Resources	423	485

Supplies required. Figure five catalog cards per book, for the card catalog and the shelf list—one book card, pocket, and label for each book. The other media items will also need catalog cards and labels. Remember paste for the pockets. Labels need to be lettered. Other items that will make the job easier or more complete include date slips, bookplates, jacket covers, etc.

A typical first purchase might include:

Library name stamp
Catalog cards
Books cards
Book pockets
Date slips (unless pocket serves as a date slip)
Paste
Date stamp and pad
Labels
Pen and ink
Jacket covers (optional)
Guide cards (for the catalog)
Computer or card catalog cabinet

Some of the materials used in cataloging are standard office supplies. This includes items such as the date stamp, ink pad, and manila folders. These can usually be purchased locally. The specialized library supplies, such as catalog cards, accession sheets, and book pockets seldom are carried by retail stores. However, there is an exception: The Library Store, Ltd. (7720 Wisconsin Avenue, Bethesda, Maryland 20814) is a retail store where customers can walk in and make a selection of commonly used library supplies and selected furnishings.

Estimating needs. What supplies do you already have on hand to catalog the anticipated resource materials? Try not to purchase more than you can reasonably handle, unless you knowingly take advantage of the cheaper costs for quantity purchases. Make a list of what you have on hand, what you need, and the cost. A careful projection of your shopping needs for the coming year will help in preparing a budget. It also will help to get the best buy in supplies without overloading the closet. Example:

Supplies Needed		On Hand	Purchase	Cost
2400	catalog cards	600	1000	$
430	book cards	30	500	$
430	book pockets	100	500	$
430	book labels	300	1000	$
35	cassette labels	1/2 roll	1 roll	$
5	periodical check-in	490	none	$

Cooperative arrangements can help you take advantage of reduced prices for quantity sales. Investigate the possibility of pooling your orders with nearby libraries. The Church Library Council (in the greater Washington, DC area) ordered quantities of clear plastic Contac paper, in rolls, to cover paperback books. They arranged a mini-workshop to demonstrate the technique and allowed member libraries to buy the materials—at cost—until the supply was exhausted.

Cordial relationships with other librarians can pay off in many ways. At one time our church library was mending books to be sent to migrant workers on the eastern shore of Maryland. We ran out of repair materials. The public library loaned us enough to finish the job. As soon as our order came in, the materials were replaced.

6. RECORDING BIBLIOGRAPHIC INFORMATION

A description of a book or other material in the library is called a bibliographic record. In simplified cataloging, the basic bibliographic record consists of:

Author
Title
Publisher

Other information may be added:

Call number (to identify location on shelf)
Illustrator, editor, or translator
Notes (age group, contents, series, etc.)
Format (multi-media format and perhaps equipment needed to use it)

Most basic cataloging information is found on the title page. This is the page near the front of a book that identifies the author, title, and publisher. The title page is the authority for cataloging information.

Main Entry

Begin with a work card or an input sheet. This is a rough draft of information needed for typing cards or keying information into an automated system.

Author. The author is a person or corporate entity responsible for the content of the book.

Personal author. If a person authored the book, copy his or her name from the title page, last name first. Omit titles such as "Dr." and "Mrs." or "Rev." If there is more than one author, use the name of the first one as the main entry and record it on the first line. (The names of all the authors will be identified following the title.)

Names that begin with a prefix, such as "de" or "la," are usually entered under the prefix, as follows: Ten Boom, Corrie. According to Betty Lou Hammargren, a former President of CSLA, the names of

saints, popes, and nuns are generally entered as follows: Therese of Lisieux, Saint; John XXIII, Pope; Jones, Mary Ellen, Sister. See Appendix C—Sample Cards for other main entries, such as sacred books, institutions as author, and government publications.

If a book has more than one author, only the first author's name is used as the main entry, as noted above. All the authors are identified directly after the title, even though this repeats the one name written on the first line as main entry. Example: "... by Maud and Miska Petersham."

If the book has no author, leave the author line blank. The title will become the main entry. In the absence of an author, an acceptable practice is to use the name of the editor or compiler, if it is noted on the title page. Example of how it would be recorded on the card, in place of an author: "Russell, A. J., ed."

Title. After the author, copy the title from the title page (not from the cover or dust jacket). Capitalize the first word of the title and proper names only.

- Subtitle. A subtitle may be used or not. Include it if it provides useful information for a potential reader. Place a semicolon after the title (unless the title ends with a question or exclamation mark) and add the subtitle. End with a period.
- Cover title. If the title printed on the cover or the dust jacket is different from the title on the title page, ask yourself: Will someone be apt to ask for this book by that title? If so, copy it midway down on the work sheet to be picked up as a note, as follows: "Cover title: Good news for modern man."
- Popular title. A popular title is a way of referring to the book by a name other than its title. This can be picked up as a note (below the main body of the card), as follows: "Popular title: Modern version of the Bible."

Joint author, editor, etc. If a book has a translator, editor, compiler, illustrator, etc., enter these after the title (even if one has been used as the author entry, as noted above). Examples:

Trans. by ...
Ed. by ...
Comp. by ...
Illus. by ...

Edition. One assumes that a book is an original edition unless the title page clearly states that it is revised. Revision or edition, if noted on the title page, is recorded next.

Sometimes minor changes or corrections are made when a book is reprinted. This alone does not make it a revised edition. A paperback edition, for example, might be a reprint of the original book with a different publisher's name (and possibly date). This can be treated as an added copy if you add a note on the catalog card, as follows: "Paperback edition published by Bantam, 1984."

When the title page indicates that the book is a "Revised Edition," the book will be cataloged as a new title. It will have its own unique call number, its own set of catalog cards, or its own entry in an automated system. (See Open entry below.)

Imprint. The next item of information on the card is the imprint—the publisher and date of publication.

- Publisher. Write the publisher's name in brief. Example: "Revell" for "The Fleming H. Revell Company."
- Date. After a comma, copy the date of publication. Example: "Revell, c1976."

For the date of publication use the copyright date, rather than a date from the title page. The copyright date is usually printed on the back of the title page. If the book has more than one copyright date, use the most recent one. If there is no copyright date at all, use any other date for the book that you can find. Examples:

c1996	(copyright date)
1991	(title page date)
n.d.	(no date found)

Translate Roman numerals into Arabic numerals. Look up the meaning of the Roman numerals in the appendix of an unabridged dictionary, or call the reference desk of your local public library for help.

Open entry. Frequently, revisions are issued in numbered editions and the title and publisher stay the same. These may be cataloged as an "open entry." Leave a blank space for the date of publication in the main body of the card. Add a note lower on the card to show what the library has. Example:

Library has:

12th ed.	1992
13th ed.	1995

This holdings information is added to the main entry card only. A directional note may be added to the other cards in the set. Example: "See main entry card for library holdings."

The accession number for each volume held will be identified on the shelf list card. Example:

#1865 12th ed. 1992
#2345 13th ed. 1995

The book label and the call number (recorded on the catalog card, in the book, and on the book card

and pocket) will reflect the date of the edition. Example:

016	016
Aud	Aud
1992	1995

Volumes. Books that are published in more than one volume require only one bibliographic record (one set of catalog cards). After the imprint (publisher and date) record the total number of volumes (if more than one). Example: "3v".

Even though a set needs only one set of catalog cards and one shelf list card, each volume will have its own unique accession number. This will be recorded on the shelf list card as follows:

#1135 v.1
#1136 v.2
#1137 v.3

The volume number will be added to the call number on the catalog cards, in the volume, and on the book card and pocket, as follows:

226	226	226
And	And	And
v.1	v.2	v.3

Notes. Explanatory notes can be quite useful. Notes include contents, summary, age group, series, formerly published as, cover title, and other information. (See Appendix C—Sample Cards for examples of notes.)

Additional Cards

Catalog cards are always filed by what appears on the top line. The reason the main entry begins two lines from the top of the card is that it provides space for an additional line to be typed at the top. To be able to find the record by looking under title, subject, or other information (such as joint author, series, etc.), use an *exact duplicate* of the main entry card and type that on the top line (above the author).

Title entries. Add the title at the top of a card, even if this duplicates the title as it appears in the main entry. There is no need to alter the main entry. (The main entry remains the same on all added cards.)

Do *not* include the subtitle on the top line, unless it will make a difference in filing the card alphabetically. Normally, the first word (or phrase) is enough to determine the card's alphabetical place in the catalog.

Subject entries. How you choose subject headings is important in making the catalog a useful tool. Each individual book can be shelved in only one place. However, it can be located in many places in the catalog. First, write on the work card the subject that describes the book's primary classification. This part is the easiest. In many cases, that is the only subject card you will make. Example: JESUS CHRIST - CHILDHOOD.

Other subject cards will identify and make accessible additional subject information in the book. Example: PARENT AND CHILD (and) FAMILY RECREATION. Subject cards also can present a subject in an alternative way to increase the chances that it will be located by a reader. Example: FAMILY LIFE - FICTION (and) SCHOOL STORIES.

- Familiar use topics. Subject headings are designed to bring people and books together. It is frustrating to search for a specific or new subject and not find it. Existing subject-heading lists often fall short. There is a need for current, relevant and familiar subject terms as well as the standard ones. Most libraries find they need to change some headings to keep pace with the timely needs of users.
- Authority file. Keep a record of the subject headings you use in the catalog. This is called an authority file. It helps you to be consistent in using the same word or words for a subject. Example: SENIOR CITIZENS instead of OLD AGE.

A simple way to keep track of subject headings used is to place a pencil check before the subject heading in a printed list and add (in pencil) new ones used. Or, collect available subject heading lists to help you in developing one of your own. (See Appendix D—Resources.)

Added entries. Added entries is the term used for all other added cards, such as joint author, translator, illustrator, series, etc. Added to the top line of a card, the entry will have its own alphabetical place in the catalog.

- Names. When adding a card for proper names, follow the format used for the main author entry. Example: Jones, Donald, jt. auth. (People would not be apt to look under "Donald" when searching for this person's name.)
- Analytics are added entries with a difference. They identify parts of books, something on specific pages within a book. It might be a play, a short story, a prayer, or poem in a collection, identified by title or author or topic. It might be a subject—perhaps a simple, concise summary on a topic of interest that would be lost if not indexed separately.

Be on the lookout for parts of a book that would be of specific interest, such as a chapter on Zen Buddhism, a ceremony for the installation of officers, or instructions on how to make a creche.

Analytic entries always includes the paging. Example: LAKE OF GALILEE, page 10:

Cross References

Use directional cards in the card catalog (and in the authority file)—cross references to help find material.

See. A "see" reference refers you from nothing to something, from a place where there are no subject cards to a place where there are. Example: PARTIES see AMUSEMENTS.

See also. A "see also" reference refers you from something to something more, from a place where there are subject cards to another where related material is listed. Example: APOSTLES see also names of individual apostles, i.e., MATTHEW, SAINT.

Not long ago, an adult student asked if our library had a copy of the Torah. A quick check of the catalog found no listing. Yet, I remembered that the local Hebrew Congregation had presented to us a two-volume Old Testament with both English and Hebrew texts. Most certainly that would include the Torah. We looked up the definition of the word in the *World Book Encyclopedia* under Judaism, and found that Torah was the Hebrew word for the Pentateuch, the first five books of the Old Testament. We found it, quite naturally, with the Bibles. And, we quietly added another cross-reference card to the catalog.

7. PROCESSING STEP BY STEP

A big job divided into enough parts soon becomes a smaller one. Although all the processing in a one-person library must be done by that one person, the work can be shared as helpers become available.

Step 1—Establish Ownership

Open a new book properly. A new book must be opened properly the first time it is opened so the spine does not crack:

- Hold the book upright, with the spine on a flat surface.
- Open both covers, holding the pages together in the upright position. Press your fingers along the inside fold, between the covers and the rest of the book.
- Press inside fold and repeat. Take a small section of pages from each side and open them against the covers. Press your fingers along the inside fold. Repeat the above until you reach the center of the book.
- Collate. Go through the book page by page. Look for misprints or missing pages. (Return faulty copies for replacement.) Cut any uncut pages with a letter opener.

Stamp library name. The ownership stamp—library's name and location (city and state)—helps the book find its way home should it be lost. Be consistent in stamping each book.

- Title page. Stamp name on the title page, near center bottom.
- Secret page. (Optional) Stamp name on page 21. (Each library has its own "secret" page.)
- Edges. (Optional) Stamp name along the edges of pages when the book is closed.

Assign accession number. The accession record is a listing of the books and other materials in the order of their receipt. It is basically a business record. It provides a permanent listing of all additions (gifts as well as purchases). It indicates when they were added, the source, value in dollars, and when they were withdrawn from the collection.

This process assigns a unique property number (the accession number) to each addition. This number is never used for another book. If a book is lost and a replacement copy is obtained, the replacement copy is assigned its own accession number when it is received. Therefore, the accession number for each book is unique and can be used as a substitute for a copy number.

The accession book's loose-leaf sheets are printed with numbers from 01 through 99, with 00 at the end. Record each volume on a separate line. This assigns the number on that line to that book. After you have entered 99 books, add a number 1 before the 00 at the end of the page. Type or write the number 1 before all the numbers on the next set of sheets that go from 01 to 99. Next, add 2 for 200, and so on.

Add a book. Two steps are involved when you assign an accession number.

- In the accession book, enter the current date at the left of the next number to be assigned. Then, write the name of the author (last name generally is enough), title (subtitles are not necessary), publisher (short form of name or abbreviation), year of publication, and cost (or estimated value of gift). Under remarks note the fund name or number, or the donor's name.
- In the book itself, write the accession number in ink on the right-hand page following the title page. (Individual library practices vary. Some libraries prefer to record all the information about a book on the title page itself.) Always write it in the same place in each book.

Withdraw a book. Similar steps are required to withdraw a book from the collection and, in effect, cancel its accession number.

- In the accession book, draw a line through its entry in the accession book as well as the shelf list card. Stamp or write the word "withdrawn" and the date.
- In the book. If you have the book (it was not lost or destroyed), stamp or write "withdrawn" across the ownership stamp on the title page and secret page. Remove the card and pocket.

Check in periodical issues. Individual issues of current periodical subscriptions are not accessioned. They are recorded on a periodical check-in card. When a subscription is ordered, prepare a periodical check-in card and file it in the shelf list file. (Cards for daily, monthly, and quarterly periodicals are available from most library supply houses.)

- Record receipt. Locate the proper periodical check-in card. Place a pencil check mark in the space indicated to show that the issue has been received.
- Making a claim. If an issue that is due does not arrive, send a "claim" notice to the subscription source. Let them know you did not get it. A replacement will be sent to you.

Periodical issues that are accumulated and bound into a single volume are treated like a new book. The volume is accessioned—either along with other books or as a media series with its own set of accession numbers. Examples of media series accession numbers: P-1, P-2, P-3 or Per-1, Per-2, Per-3.

Step 2—Draft the Bibliographic Record

Make a work card. This is a rough draft of information taken from the book itself, with additional information needed for typing the cards and getting the book ready for use. It saves time to record it in the same format to be followed in typing the cards. (See Appendix C—Sample Cards.)

- Author. Copy the author's name from the title page, last name first. (Check *Aker's Simple Library Cataloging* or *Commonsense Cataloging* for the rules about unusual names, such as those containing "de," "la" or "von."
- Title. Add the title as it appears on the title page. Capitalize the first word only and proper names. Subtitles may be used or omitted.
- Publisher. Record the publisher's name in brief form. Example: Revell (for The Fleming H. Revell Company).
- Date. Use the most recent copyright date from the back of the title page. Example: c1996. If there is no copyright date, use another date you find on the title page or in the preface. Example: 1995, if no copyright date is found. Use n.d. if no date is found.
- Accession number. Midway down on the work card, write the accession number assigned. (This is needed for the shelf list record.)
- Notes. Record additional information, such as age group, series, contents, etc., if that information is to be included on the catalog cards.

Check the card catalog to see if another copy of the book has already been cataloged. If cards already are in the catalog, this will be an added copy. If not, it will be a new addition.

Added copy. Added copies are given a new accession number, but they do not have to be cataloged again.

- Copy the call number from the card already in the catalog.
- Write the call number in the upper left corner of the back of the title page. (Some libraries prefer to write the call number in the upper left corner of the title page. Be consistent with the location chosen by your library.)
- Add to shelf list card. Pull the shelf list card from file and insert a temporary marker in its place. Type the accession number on the shelf list card. (See Step 6.)
- Continue with Step 7.

New addition. If the book is not already listed in the catalog, it will be a new addition. A complete set of catalog cards will be needed.

Step 3—Choose the Classification

Check classification aids for suggested classification numbers.

- Check card catalog. Look under subject in the card catalog for classification numbers and subject terms used previously. If you have another book on the same subject, what classification number was assigned to it? Is there a match? Be consistent.
- Check for CIP. Cataloging in Publication (CIP) information is often printed on the back of the title page. See if that information is provided. If so, you will find a series of numbers at the bottom of the record. The International Standard Book Number (ISBN) is an order number used by publishers. On the line above is the Library of Congress classification number (beginning with an alphabetical letter), followed by the Dewey Decimal classification number, and then a number which is used to order printed catalog cards from the Library of Congress.
- Check your Dewey. If the above steps do not provide the information you need, look up the subject in your Abridged Dewey Decimal Classification and Relative Index. Ask yourself if the classification indicated will place the book on the shelf where it will be most useful in your library. If so, use it. Use either the complete number or the first three or more digits (a simplified, truncated number) in accordance with your established practice.
- Record the suggested classification numbers and subject headings on the bottom of the work card, for consideration.

Study the subject content of the book. Look for clues in the following places:

- Title and subtitle
- Jacket blurb
- Table of contents
- Introduction or preface
- Summary at end of chapters
- Text of book itself

Check the card catalog again. Look for subject terms that match the book being cataloged. Also, check the subject heading list being followed by your library. Write your selections on the work card.

Choose the classification number. Write it in the upper left corner of the work card.

- Use B for individual biography and 920 for collections of biography. (Books about Biblical characters usually are classified with books about the Bible.)
- Use F for adult fiction and J for juvenile fiction. (This varies with libraries.)
- Precede juvenile non-fiction numbers with a lower case "j."

Step 4—Assign a Call Number

A specific subject classification number is apt to be assigned to more than one book. To differentiate between them and to give each book an alphabetical sequence on the shelf, an author symbol is added after the classification number. The classification number with the author symbol forms a "call number."

The call number locates a specific book in the library, just as a street address locates a specific house in a town. There are no two houses with the exact same street and number. Likewise, there should be no two books in the library with the exact same call number (except the added copies). Duplicate copies or different volumes of the same title are like apartments within an apartment house. Each has the same call number (street address), but each also has a unique accession number, copy number, or volume number (apartment number).

Select an author symbol. In simplified cataloging, the author symbol is generally the first three letters of the author's last name. Biography is the exception (see below). A large library might consider using Standard Cutter numbers for author symbols. (These tables can be purchased through the library supply catalogs.)

- Write the author symbol, in pencil, under the classification number on the work card. Example: Jon for a book by Jones. For biography, use the first three letters of the subject, the person about whom the biography is written. Example: Sch for a biography about Albert Schweitzer.
- Check the shelf list to make sure the call number thus formed has not been used before. Since the shelf list is arranged by call number, just as the books are arranged on the shelf, you can tell at a glance if the call number is already in use.

  If the call number is already in use, erase the author symbol you wrote on the work card. Change it just enough to make the call num-

ber unique. For example: Joe or Jos for a second or third book on the same subject by Jones. (Some libraries use the first letter of the title after the author symbol to vary a call number. Example: JohT for a book titled *Teaching* by Jones.)

If you have more than one biography of the same person, add the first letter of the author's last name after the chosen symbol. Example: SchA for a biography of Schweitzer by Anderson and SchH for one by Hagedorn.

- Add volume number to the call number if this is one volume of a set, or add year if an annual revision. Examples:

225	027
Abi	Wor
vol. 1	1995

- Place a marker in the shelf list. Write the selected call number on a temporary marker and insert it in the shelf list file. When the permanent shelf list card is ready to be filed, remove the temporary marker. (We find that it helps to add the accession number to the temporary marker to identify the book should the temporary marker not be removed for some reason.)

Step 5—Determine Additional Cards Needed

The main entry card is filed in the catalog alphabetically by its first line (usually the author). Duplicates of the main entry card are made with an additional line typed at the top, to enable the card to be filed alphabetically in more than one place.

Select title entry. The title already has been written on the work card, below the main entry top line. So, to indicate on the work card that a title card needs to be typed, merely write a lower case "t" on the lower half of the work card.

- Subtitle. If a subtitle card is needed, write a lower case "t" followed by a colon and the part of the title that is to be typed on the top line of the card. If the subtitle is lengthy, you might wish to truncate it by typing only the first part of it. Example: "t:Jewish, Christian, and Muslim monuments ..."

Select subject headings under which you would like to find the book in the catalog.

- Check subject heading list to choose subject topics. Keep a record by penciling a check mark in front of the subject in the list (or keep a separate card file of the subject headings used). This helps you to be consistent.
- Write subject headings on work card. If you write them in all capital letters, that will remind the typist that they are to be typed that way. Example: FAMILY LIFE.

Select added entries that will help locate the book through the catalog.

- Joint author, etc. Write these out on the bottom half of the work card, just as they will appear on the added entry card—last name first. Follow the name with a comma and an abbreviated title. Example: Doulos, Bill Lane, jt. auth.
- See Appendix C—Sample Cards for other examples of added entries.

Step 6—Type the Cards

(See Catalog Card Services, page 19.)

Uniformity in the cards not only makes the catalog look better, it generates trust and confidence in the catalog.

Card set. A set of catalog cards includes a main entry card (usually the author card), a title card, and subject cards. Others may be added. The main entry card is the master card from which all the other cards are copied. Together the cards form a set.

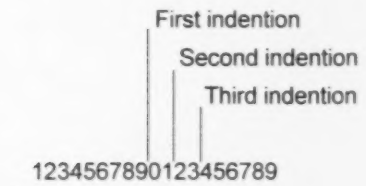
Tracing. The set is "tied together" by listing all the additional cards on the back of the main entry card. (Some libraries prefer to list added entries on the front of the card, below the cataloging information.) This is called the tracing and is helpful when you need to pull the cards to make a correction or to withdraw the book from the collection. The tracing tells you how many cards to look for and where they are filed.

Spacing. Standard catalog cards are 3" x 5" in size, with a hole punched at the center bottom through which a rod is inserted to hold the cards in the catalog drawer. Uniform spacing on the cards makes them easier for the user to scan. It also produces a neat and organized catalog.

- The main entry begins two lines down from the top of the card. This allows space for an added entry to be typed at the top of a duplicate card. The call number also begins two lines down from the top and one space from the left edge. The author symbol goes below the class number.
- Indentions are the number of typewriter spaces from the left edge. Although practice varies from library to library, a common measure is as follows:

First indentions	9	typewriter spaces
Second indention	11	typewriter spaces
Third indention	13	typewriter spaces

Example of indentions




```
1
2  242      Doherty, Eddie.
3  Doh        Psalms of a sinner. Abbey, c1976.
4
```

Call number. The classification number begins two lines down from the top of the card, one space from the left edge, and on the same line as the author's name. The author symbol goes directly below the classification number.

Main entry card consists of the basic bibliographic information. Although the main entry card usually begins with a personal author, it can begin with a corporate author or title.

- Personal author. The author's name begins at the first indention. Type the author's last name first, followed by a comma and his given name (or initials). Titles such as "Doctor" or "Professor" are omitted. If the author's name (or other main entry) is so long that it runs over to the next line, begin the next line at the second indention. End with a period.

  The title generally begins on the line below the author, at the second indention. All other lines that follow will begin at the first indention. Example:

  ```
  B          Goudge, Elizabeth.
  Gou          The joy of the snow. Coward
               McCann, c1974.
  ```

- Corporate author. Some books are issued by Denominations and Associations or Government entities and no personal author is designated. The corporate author is treated like a personal author. Example: National Geographic Society.
- Title main entry. When a title is used as a main entry because the book has no author, editor, compiler, or corporate author, the title begins in the author position—at the first indention. Capitalize only the first word and proper names. End with a period. All other lines that follow the title will begin at the second indention. Example:

  ```
  793        At worship; a hymnal for young
  Atw          churchmen. Harper, c1951.
  ```

- Bible main entry. General practice is to use the generic name for a holy book as the main entry, followed by the title as it appears on the title page. In many cases, the title has an explanatory subtitle. If the subtitle is lengthy, copy just the essential information in the order in which it appears on the title page and indicate omissions with dots. Example:

  ```
  220.5      Bible.
  Jam          The Holy Bible, containing the
               Old and New Testaments... King
               James version. Am. Bible Soc., n.d.
  ```

- Other bibliographic information, such as joint authors, translators, editors, volumes, etc., usually follow the title and precede the publisher and date. Notes are typed two lines below the main entry. Each note begins at the second indention and continues at the first. (See Appendix C—Sample Cards.)

Added cards. All other cards to be filed in the catalog for the same book are duplicates of the main card with a line of type added to the top. Make an added card for each item listed in the tracings.

Begin one line down from the top of the card and at the second indention. Continue on the next line at the third indention, if needed, and begin the main entry on the third line instead of the second.

- Title card. Unless the title is the main entry, it will become an added card. Repeat the title that appears below the author's name, without the subtitle. Capitalize the first word and proper names only. End with a period. A long title can be shortened by inserting dots to show that some of the title has been omitted.

  If a book's title and subject are exactly the same, added cards for both would be filed in the same place in the catalog. Libraries often use only one—usually the subject card. Example:

  Prayers (title) PRAYERS (subject)

- Subject cards. Type the subject in all capital letters. Make a separate card for each subject heading listed in the tracings.
- Editors, etc. In making an added card for editor, translator, compiler, etc., type last name, comma, the first name(s) or initials, comma, and the abbreviated descriptive phrase. Example:

  Birnbaum, Philip, trans.

- Analytic cards. Added entries may be made for important chapters or parts of a book. The entry may be an author, or a title, or a subject (one line), or it may be an author followed by a title (one or two lines).

  Begin typing on the top line at the second indention and continue (if needed) at the third. Always show inclusive pages at the end of the entry and follow with a colon. Example:

  NOAH'S ARK pp. 95-112:

Shelf list card. The shelf list is just what it says—a list of books as they appear on the shelf. The shelf list card is a duplicate of the author card, but it tells how many copies you have, when they were added and, in some cases, where you got them. These cards are filed numerically by call number in a drawer of their own.

Type the accession number two lines down from the body of the card and one space from the left. Libraries sometimes add date received, source, and cost, or merely the date the book was cataloged. When a second copy of the same book is received, type the same information for the added copy on the line below the previous accession number.

Adding the score. Keep track of what you have done. Count the number of books you have cataloged. Keep a cataloging record that tells how many books were added during the year and how many are in the total collection. Statistics such as these can be a real asset. They help to support future budget requests.

This is also a good time to make a list of the new additions. The list can be posted in the library, announced in the home newsletter, or circulated to the membership as an insert in the worship bulletin. This promotes use of the books.

Step 7—Prepare the Book Card and Pocket

If a book is expected to circulate, a book card and pocket should be made. The book card and pocket will have matching information.

Book card. The book card has a simple format.

- Call number. Upper left of the card, type the call number as it appears on the catalog card.
- Accession number. Upper right, type the accession number as it appears on the shelf list card (without date).
- Author. Two lines directly below the call number, type the author's last name. First names or initials are not needed here.
- Title. Directly below the author, type the title. The subtitle usually is not needed here.
- Age group. For children's books, you may wish to include the age group on the book card. Type it two lines below the accession number. Example:

---

j232 913
Our

6-9

Oursler
Life of Jesus

Pocket. The pocket mirrors the book card. Copy the same information on the pocket. A common practice is to add the library's name stamp at the bottom of the pocket. This helps to identify ownership should the book be lost or misplaced.

Check all typing for accuracy. Make sure the call number and the accession number, as well as other information, is the same on the card and the pocket and that it agrees with what is written in the book itself.

Step 8—Prepare the Book for the Shelf

Write the call number in the book in pencil on the back of the title page about one inch down and in from the upper left (or right) edge. (Some libraries prefer to use the page facing the back of the title page or the title page itself. Whatever you choose, be consistent.)

Paste the book pocket and date slip in the book. If the pocket is pasted on the page facing the inside of the back cover, it will not interfere with the plastic cover. This also relieves the cover of that added weight and prolongs the life of the binding hinge.

- Pocket. Paste the pocket near the bottom of the page.
- Date slip. Paste the date slip near the top of the page.

Label the book. The book's call number identifies its place on the shelf. A call number label on the book makes the book easier to replace after it is taken off the shelf. The book labels should form a neat, straight line when the books are on the shelf—not a jagged, up-and-down hop-skip-jump. This makes it easier for the searcher to read across and keeps the shelves looking neat and cared for.

- Mark the location of the label. Generally the label is placed on the book near the bottom of

the spine. Place it in the same distance from the bottom on each book, such as 1" or 1½" up. Make a measuring gauge by cutting a piece of cardboard that measures the distance. Stand the book upright and place the cardboard against the spine. Draw a light pencil mark on the spine. This indicates the location of the bottom of the label.

Very thin books and pamphlets have little if any space on the spine for a label. Mark a place on the front cover, 1" down and in from the top left corner. Since most people begin to remove a book by placing a finger at the top of the spine and tipping it forward, the label will quickly be visible. Some libraries, however, prefer to place all labels the same distance from the bottom of the book, even when the label is placed on the left side of the front cover.

- Letter the call number. Numbers and letters should be large and legible so they can be seen when the book is on the shelf. Use a large print typewriter if one is available. If hand lettering is done, use a permanent black ink and a firm stroke, with even spacing for good visibility. Remember, neatness counts. Verify accuracy of lettering against the book card and pocket.
- Affix the label. Take care not to smudge the lettering. Paste the label so its bottom is on the line marked on the spine (or cover). Some libraries tape a piece of permanent mending tape across the label (after the ink is dry) to hold it more firmly in place and protect the lettering.

Cover the jacket with plastic. This is optional, but it does make the book look attractive and it protects the binding.

- Select the cover. Measure the height of the book and select a plastic cover that will fit. When in doubt, choose the larger cover, as a crowded fit will wrinkle the paper jacket.
- Enclose the jacket. Slip the paper jacket into the plastic cover and fit it around the book.
- Fasten the cover to the book with permanent mending tape or attaching tape. Avoid using cellophane tape, as it will yellow, crack, and peel off in time, leaving an unsightly mark in its place. Permanent mending tape will not do that. It will remain like new throughout the life of the jacket.

Step 9—Shelve the Book

Try not to fill each shelf "full." Leave "working space" for books to be added. This saves having to shift the books often.

Arrangement

- Non-fiction is arranged numerically according to the classification number. Begin with 000 and arrange the sequence left to right and top to bottom within each section of shelving.
- Individual biography classed "B" usually comes at the end.
- Fiction is shelved either at the beginning or the end of the classified numbers.
- Children's books are shelved apart from the adult books, in the same manner as described above.
- Reference and oversize books (so marked on the label) are placed on a shelf of their own.

Dummy markers. Oversize books that are filed on a separate shelf might be overlooked by the browser. To avoid this, you can make "dummy" markers to be placed where the books normally would be shelved. A good dummy can be made from ½" plywood cut to standard book size and varnished. Place a strip of Mystic tape along one long edge to serve as a spine, if desired. Label the dummy with the call number of the book and add a note to "see oversize shelf." This helps people to help themselves.

Step 10—File the Cards

How and where will the cards be filed? A card catalog cabinet made for the purpose is recommended. Label the drawers so users (library helpers as well as patrons) will know at a glance what each drawer contains. Each drawer should have a metal rod which holds the cards in place. If the drawer is dropped, the cards will remain locked in place.

To minimize lost cards, file in a two-step process. One person files the cards, but leaves them resting on the rods so they stand a quarter-inch above the other cards. Another, preferably the cataloger, double-checks the accuracy of the filing, pulls out the rod, and drops the cards into place.

- Shelf list. File cards in the shelf-list file by call number—numerically and then alphabetically. The arrangement of the shelf list is the same as the arrangement of books on the shelf.
- Card catalog. File cards in the catalog in alphabetical order according to what appears on the top line. The options are separate files for author, title, and subject, or one integrated alphabetical file (a dictionary catalog). The dictionary catalog is recom-

mended. It saves filing time, drawer space, and the time of the user since he needs to consult only one file instead of three.

Filing rules. Consistency in filing is important. Start with a basic set of rules for all to follow. The following are examples of filing rules for the integrated catalog.

a. File all cards in one alphabetical arrangement. Example:

Letters	(title)
LOVE	(subject)
Lovejoy	(author)

b. File word by word. Remember that nothing comes before something. Example:

Let go ...
Let God ...
Lettering ...
Letters ...

c. Ignore "a," "and," or "the" at the beginning of a line only. Include it when it appears in the middle of a line. Example:

[The] Child under six
Children around the world

d. Ignore all punctuation. Example:

Children: the ... (file as "children the...")
CHILDREN'S ... (file as "childrens ...")

e. File abbreviations and numbers as though spelled out. Example:

Dr.	(doctor)
St.	(saint)
U.S.	(United States)
100	(one hundred)

f. If several cards have the same author, title, or subject, arrange them alphabetically according to the next line. Example:

PRAYERS
Barclay ...

PRAYERS
Boyd ...

Guide cards. Like the thumb tabs on a dictionary, guide cards in the catalog help the user (and the filer) go directly to the section of interest. Insert a guide card for each letter of the alphabet. As the catalog grows, add guide cards for major subject headings as well. File cards in back of the guide cards.

8. USING SHORTCUTS

Help for cataloging specific books is available if you know where to find it. Printed catalog cards, commercial processing services, and other aids provide shortcuts for cataloging.

Reference Aids

American Book Publishing Record (New York, R. R. Bowker Co., monthly) lists new trade books published in the United States and is arranged by Dewey numbers. Entries include subject headings assigned by the Library of Congress (LC). Alphabetical indexes by author, title, and subject are included. Not included are government publications or pamphlets under 49 pages and some denominational publications, because the publisher did not provide information to LC for cataloging. Most public libraries subscribe to this monthly service and also have the cumulated volumes that include older titles.

Other aids. Look for book review sections in denominational or library publications, such as *Church & Synagogue Libraries* (Portland, OR: Church and Synagogue Library Association, bimonthly). For older books, similar information is available in references usually found in the public library. Ask the public librarian for tips on sources for such information.

The public library catalog is another aid. If the public library has the book, professional classifiers would have assigned a subject number. Check this number in your Dewey before you use it to make sure that it places the book on the shelf where you want it in your subject scheme.

Cataloging in Publication

Most new books published in this country have Library of Congress cataloging information printed on the back of the title page. This is called Cataloging-in-Publication. It provides the LC classification and the Dewey classification numbers, as well as subject headings. The Dewey number may be broken up by little diagonal marks that look like apostrophes, to indicate where the number may be cut in simplified cataloging. However, it is wise to check if you have previously classified a book on the same subject. Be consistent in assigning a number.

Catalog Card Services

Services are available which supply printed catalog cards on order. Commercial services save cataloging time. While some companies offer printed cards or card sets, others offer complete processing—cards along with labeling, pasting pockets, and affixing jacket covers.

Cards, with book orders. Commercial sources sometimes provide catalog card services with the purchase of books. However, those offering such services often deal primarily in books for school libraries and might not carry many religious titles. An example:

Associated Libraries Prebound
Children's Books
229 North 63rd Street
Philadelphia, PA 19139-1199

Services include shelf-ready processing, cataloging kits (cards, pockets, book cards, and labels), or one or more cards using standard or custom cataloging specifications. A specifications form lists the custom cataloging options. Electronic processing of orders is available.

Cards, without book orders. Dealers who offer cataloging kits without a tie-in to book orders can usually supply them for the most general books in print. An example:

Brodart Company
Tech-Serv Cataloging & Processing
500 Arch Street
Williamsport, PA 17705

Cataloging kits include a set of catalog cards using custom cataloging specifications. A specifications checklist is provided for you to indicate your cataloging preferences.

LC catalog cards. The Library of Congress Cataloging Distribution Service had a long-standing service of handling orders for single cards or card sets based on their own MARC records. However, this service was discontinued March 1, 1997. Alternative, commercial suppliers of MARC catalog cards are:

Catalog Card Company
12221 Wood Lake Drive
Burnsville, MN 55337

Library Associates
FastCat Cataloging Division
8845 W. Olympic Boulevard, Suite 201A
Beverly Hills, CA 90211

MARCIVE, Inc.
P.O. Box 47508
San Antonio, TX 78265-7508

WLN, Inc.
P.O. Box 3888
Lacey, WA 98509

9. ENCOURAGING USE OF THE CATALOG

"How do I get people to use the catalog?"

I have been asked this question more than once. Librarians put in many hours cataloging, and then they see people "browsing" at the shelves instead of using the catalog. Why?

From my own experience I find that some people prefer to browse unless searching for a specific title, author, series, etc., or books on a topic more specific than the general classification categories. Perhaps holding sessions with the teachers to show them how to use it effectively or listing the topics in it which relate to their teaching curriculum would help. As for the average library user, if they ask me about a certain book or topic, I generally take them to the card catalog (even if I know where to find it on the shelf), and we go through the search steps together. Hopefully, the next time they will search for themselves.

Announce Its Availability

Provide written material and visual aids—road signs, so to speak—to help explain the arrangement of materials, the classification scheme, and the index to the collection (the catalog).

Signs. Post signs that are attractive and easy to read (with print large enough to see from a distance). Consider the following locations:

- Near shelving. Post a sign that explains the overall classification scheme. Posters that explain the Dewey Decimal system are available from most of the library supply houses.
- On sections of shelving. Label the general collection. Place a sign on each section, such as Fiction, Non-fiction, Reference, etc.
- On each shelf. Label the topics, such as BIBLE, CHILD STUDY, RELIGIOUS EDUCATION, etc. Movable metal label holders that slip on the shelves are available from most library supply houses.
- On the card catalog (or nearby). Post a sign that tells what the catalog contains and how it is arranged.

- Somewhere in the library (or outside). Post a sign to remind people that you have a catalog and, if its location is not obvious, tell them where it is located.

Lettering attracts attention by its size, style, and background. Signs that are large and clear enough will lead a reader more quickly to her field of interest. Many arts and crafts books give instructions on how to make various types of letters, including three-dimensional effects.

Catchy titles attract attention. Try popular phrases to identify those special shelves for study classes. Go to your catalog's subject cards for terms the congregation normally uses. Pick out familiar phrases. Take advantage of current fads and interests. Change the signs from time to time. Look in publishers' catalogs and curriculum guides for ideas. Scan book titles too. The following are some titles gleaned from these sources:

Roots of Our Heritage	Leadership in Action
Teaching Kids	Status of Women
Power-packed Stories	Jobs and Careers

Label Everything

Use labels liberally. Make sure they are clearly legible and distinctive enough to attract attention.

Color attracts attention. Color can be used effectively as an aid to identification. When faced with re-cataloging a collection that had outgrown a "homemade" scheme, Joyce L. White, a professional librarian and former President of the Church and Synagogue Library Association, developed a color coding system for the main Dewey classes. She describes it as follows:

> "Color Coded Dewey. A color was assigned to each of the ten basic Dewey subjects. Then all were treated as though they were in the field of religion (as distinct from the 200-RELIGION class being only one of the subjects among ten). All the books were sorted and the appropriate colored tape placed across the spine. A felt tipped pen of matching color was used to draw a stripe along the top of the corresponding catalog cards. The books were shelved by color, in author sequence, with only a two-letter signal for the author's last name. All the books could be located easily and quickly. The library remained open and in use during the entire re-classification procedure. Over a period of time, the Dewey numbers gradually were added. The colored tape remained on the books as an easy, quick identification for browsing."

Provide Instructions

If you have an automated catalog, usable online, the instructions for use usually are on the screen (monitor). A simple "tent" sign nearby that tells how to turn on the program is all most users will need. If yours is a card catalog, you need to provide the instructions.

Directional cards. Place cards in the catalog itself to explain what the catalog contains and how it is arranged.

- At the beginning of the file: Include a card that indicates the type of materials included (such as books only, or books and non-book materials), the arrangement (such as one alphabet like a dictionary, or separate alphabets for authors, titles, and subjects), and the abbreviations used on the cards (such as "ed." for editor and edition). "How to Use the Catalog" guide cards printed on heavy card stock with tabs reinforced with plastic are available from the library supply houses.
- At the beginning of a major subject heading: Type a card which explains what the subject does or does not cover.
- Throughout the catalog: Make liberal use of cross-reference cards to lead the user to a specific subject term used or to other related material.
- In the notes on a catalog card: Indicate where the material is filed, if other than the regular shelf arrangement. This applies to special shelf locations, such as reference and oversize collections. (Some libraries prefer to use a small stamp over the call number to indicate special locations.) This also applies to non-book materials which, because of size or packaging, requires them to be filed in closets, pull-out drawers, or special cabinets.

Booklets. Issue a booklet about the library and its services. Include a section on the shelf arrangement, the classification scheme, and the card catalog.

The Bethesda (Maryland) United Methodist Church prepared a booklet titled "Where to Find it... In Your Library." It included a brief statement of the library's purpose, background, selection policy, arrangement of resources (with floor plan and outline of Dewey), rules for borrowing, hours, and other information. The booklet was distributed to all the church school teachers at the beginning of the school year.

Bookmarks. Print (or photocopy, color, and cut out) bookmarks to explain the simple rules for use of

the catalog. On one side outline the classification scheme. Bookmarks are useful as handouts, or they may be distributed with a morning worship bulletin.

Feature articles. Write a column for the church paper to explain what the library has, how it is arranged, and how the catalog can help the parishioners use the collection. Make it light-hearted and interesting. Perhaps include a story about the minister and his wife using it successfully.

Procedures manual. Allow the library's cataloging procedures to be available to the users as well as to the workers. Let users see in detail just how the materials are handled if they wish to know.

Teach Use of the Catalog

Visit classrooms. Take the initiative with church school leaders. Approach the director of religious education and the department heads. Go armed with curriculum guides. Be prepared to show how they might tie in use of the catalog with what the classes are studying. Create enthusiasm for what the library can do for them in teaching. When teachers become skilled in using the library, they introduce it quite naturally to their students when the need arises. Offer to visit the classes to explain use of the catalog and what can be found through its use. Ask the public library for suggested sources of instructional materials, such as videotapes or books, for teaching use of the library.

Class visits to the library. Coordinate with the teachers to schedule class visits to the library. Demonstrate the arrangement of materials and use of the catalog. Let the students test their ability to use it themselves. Below are several innovative ways by which some libraries have involved young people in learning to use the catalog.

Each one teach one. Young people are very effective teachers to each other. Divide the class into pairs. Give each pair a drawer from the catalog. Ask them to locate answers to a list of simple questions. Remember to praise their successes.

Games and contests. It's fun to learn through games and contests.

- Flash cards. Try making cards with major Dewey classifications and some of the subdivisions. Use them to demonstrate the relationship between book subjects and Dewey numbers. Then use them again as flash cards to see how many students can identify the subjects.
- Poster contest. Invite students (either individuals or pairs) to make a poster to illustrate one of the ten main Dewey classifications (and some of the subjects they include). Suggest freehand drawings or pictures clipped from old magazines or calendars to illustrate the subjects. Have your abridged Dewey handy so they can look up the classification and see the sub-divisions for specific topics that might make good illustrations. Examples are GRANDPARENTS or STAINED GLASS or CAMPING. Then, have a poster party to celebrate and display the posters for all the congregation to see.

Library trivia quiz. A trivia quiz can create interest and teach at the same time. It can be used with a group, distributed as a printed flyer, or inserted as a brief item in the worship bulletin or monthly newsletter. Try something like the following: "How many versions of the Bible does your library have? If you don't know, look in the card catalog under BIBLE – VERSIONS. One version compares four different translations, in parallel columns. Another version is a cartoon-like pictorial Bible (for children). Come see for yourself."

Be Enthusiastic

Present the catalog with enthusiasm. Don't apologize for its shortcomings. Make it as neat as possible. Have clean, legible labels and guide cards. Rather than file the cards with typos, retype them rather than file cards with typos. Provide clear, simple instructions for use.

Let the catalog convince each parishioner that you have a collection of books and other materials that he needs and wants to enrich his spiritual life, increase his knowledge and understanding of the Bible, help him lead his family in the way of the faith, and prepare him for his work in the congregation. Let it identify easily where specific items are shelved—as a road map to the collection. Reinforce the catalog by posting directional signs and shelf markers, teaching use of the catalog, and involving others in its development. That's what cataloging is all about.

APPENDIX A—CATALOGING TERMS

Accessioning: The process of recording new additions to the collection in a record book, as property. The record book is called an accession book. The items are numbered in sequence as they are entered into the book and these are the accession numbers.

Added entry: A card in the catalog which is a copy of the main card with additional information, such as title, joint author's name or subject, inserted at the top. The information added at the top allows the card to be filed alphabetically in another location in the catalog.

Analytic entry: A card in the catalog for a part of a book, such as a short story or poem in a collection, or a chapter or part of a chapter not covered by a subject heading and of sufficient importance to identify in the catalog. The analytic entry also is an added entry.

Annotation: A brief description or review of the contents of a book or other media item.

Anonymous: Without a name, such as a book with no identified author. Stories which have passed down from generation to generation often have no author and these are called anonymous classics.

Author entry: A card in the catalog with the author's name as the top line. Usually the author entry is the main entry.

Author symbol: One or more letters of the author's last name or the first letter and numbers that represent the name. The author symbol is added below the classification number to form a call number.

Authority file: A record of names, subject headings, or abbreviations as they are to be used in the catalog to assure consistency in cataloging. For example, a subject heading list is an authority file, whether you compile your own or use one someone else has published.

Bibliography: A list of references to library-type material which identifies author, title, place, publisher, date, and sometimes pages.

Book card: The circulation card which generally is inserted in a book pocket pasted inside the back cover. This card is used to record the date of circulation and the name of the borrower.

Book selection: The process of choosing books to be added to a library collection.

Building a catalog: The process of preparing cards that describe library materials and interfiling them in a catalog according to a pre-designed plan. The catalog is "built" as more and more cards are filed into it.

Call number: A number which identifies a specific shelf location for a book or other item. Usually it is made up of a subject classification number and an author symbol.

Card set: All the cards that describe one book or other media item. A card set consists of the main-entry card and all added entries, which are listed in the tracing.

Classification number: A number that represents a subject.

Classifying: The process of determining the subject of a book or other item and assigning a classification number or subject heading to represent the subject.

Copyright: A protection granted by law against unauthorized copying of an original work which has been registered with the U.S. Copyright Office. The copyright date is the date that the copyright was granted by the government and usually appears on the back of the title page.

Entry: The first line on a catalog card. The entry determines where the card will be filed in the catalog.

Guide card: A card in the catalog with a labeled tab that stands above the other cards to indicate the alphabetical cards that follow it. A guide card might show a letter of the alphabet or a subject. In the shelf-list file, the guide cards indicate numbers.

Holdings: What the library has (or holds) in the collection.

Imprint: The place of publication, publisher's name, and date of publication is called the imprint. Usually, the publisher's name and location are printed on the title page. The date most often is on the back of the title page.

Indention: The number of typewriter spaces from the left edge of the card where the typing begins. For example, the first indention might be nine spaces, the second indention eleven spaces, and the third indention thirteen spaces.

Index: A detailed listing of topics covered in the book, usually arranged alphabetically with references to pages in the book.

Jacket: A paper cover folded around a new book's cover to protect it from dust and handling. The attractive color, printing, and design of a jacket often help to promote sale of the book as well.

Jacket blurb: A brief description or review of a book and/or the author's background, printed usually on the inside flaps or on the back of a dust jacket.

Main entry: The first line of information on the main card, or the basic card from which all others are copied.

Medium designator: A word or words used to describe non-books. For example: filmstrip, record, game, kit, etc.

Open entry: A card in the catalog that provides a place for new issues and volumes to be added as they are received.

Prime mark: A mark like an apostrophe; used by the Library of Congress to indicate where a Dewey Decimal number should be cut to make it shorter and simpler.

Reprint: A republication of a book in facsimile, or with very minor changes such as correction of typographical errors; not a new edition.

Revised edition: A new edition; a new printing of a book with major changes, such as rewritten sections, addition of material, new illustrations, or a changed title.

"See also" reference: A direction card in the catalog that refers from a name or subject heading that is used to another related one, from something to something more.

"See" reference: A direction card in the catalog that refers from a name or subject that is not used to one that is, from nothing to something.

Series entry: A card in the catalog for the series; a name under which different books (which may or may not be related) are sometimes published.

Shelf list: A list of books arranged according to the way the material appears on the shelf; usually copies of the main-entry catalog cards with accession numbers added to show how many copies are in the library collection.

Spine: The part of the book binding which conceals the sewn or bound edges of the pages, usually bearing the title and author's name; the part of the book that is visible when lined up side by side on a shelf.

APPENDIX B—THE DEWEY 200 CLASS

The first three subdivisions of the Dewey 200 - RELIGION class are as follows:

200 - RELIGION (general works)
- 201 - PHILOSOPHY, THEORIES
- 202 - HANDBOOKS AND OUTLINES
- 203 - DICTIONARIES AND ENCYCLOPEDIAS
- 204 - ESSAYS AND LECTURES
- 205 - PERIODICALS
- 206 - ORGANIZATIONS AND SOCIETIES
- 207 - STUDY AND TEACHING (seminaries, etc.)
- 208 - COLLECTIONS
- 209 - HISTORY OF RELIGION

210 - NATURAL THEOLOGY
- 211 - DEISM, ATHEISM, THEISM
- 212 - PANTHEISM, THEOSOPHY
- 213 - CREATION
- 214 - THEODICY
- 215 - RELIGION AND SCIENCE
- 216 - GOOD AND EVIL, DEPRAVITY
- 217 - WORSHIP, PRAYER (philosophy of)
- 218 - IMMORTALITY, ETERNITY
- 219 - ANALOGY

220 - BIBLE
- 221 - OLD TESTAMENT
- 222 - HISTORICAL BOOKS
- 223 - POETIC BOOKS
- 224 - PROPHETIC BOOKS
- 225 - NEW TESTAMENT
- 226 - GOSPELS AND ACTS
- 227 - EPISTLES
- 228 - APOCALYPSE, REVELATION
- 229 - APOCRYPHA AND PSEUDEPIGRAPHA

230 - SYSTEMATIC OR DOCTRINAL THEOLOGY
- 231 - GOD
- 232 - JESUS CHRIST, CHRISTOLOGY
- 233 - MAN
- 234 - SOTERIOLOGY
- 235 - SAINTS, ANGELS, DEVILS
- 236 - ESCHATOLOGY
- 237 - FUTURE LIFE
- 238 - STATEMENT OF FUNDAMENTAL RELIGIOUS BELIEF
- 239 - APOLOGETICS

240 - DEVOTIONAL THEOLOGY
- 241 - MORAL THEOLOGY
- 242 - MEDITATION
- 243 - EVANGELISTIC WRITINGS
- 244 - STORIES, ALLEGORIES, SATIRES
- 245 - HYMNOLOGY
- 246 - CHRISTIAN SYMBOLISM
- 247 - ESTHETICS IN THE CHURCH
- 248 - PERSONAL RELIGION
- 249 - FAMILY DEVOTIONS

250 - PASTORAL THEOLOGY
- 251 - HOMILETICS
- 252 - SERMONS
- 253 - PASTOR
- 254 - CHURCH ADMINISTRATION
- 255 - BROTHERHOODS, SISTERHOODS
- 256 - SOCIETIES FOR PARISH WORK
- 257 - PARISH EDUCATIONAL WORK
- 258 - SOCIAL WELFARE WORK OF CHURCH
- 259 - GROUP ORGANIZATIONS AND LEADERSHIP

260 - ECCLESIASTICAL THEOLOGY
- 261 - CHRISTIAN SOCIAL THEOLOGY
- 262 - CHURCH GOVERNMENT
- 263 - CHRISTIAN SABBATH
- 264 - PUBLIC WORSHIP
- 265 - SACRAMENTS
- 266 - MISSIONS
- 267 - ASSOCIATIONS
- 268 - CHURCH SCHOOLS, RELIGIOUS EDUCATION
- 269 - REVIVALS, RETREATS, PARISH MEETINGS

270 - GENERAL HISTORY OF THE CHRISTIAN CHURCH
- 271 - RELIGIOUS ORDERS
- 272 - PERSECUTIONS OF CHRISTIANS
- 273 - HERESIES
- 274 - GENERAL CHURCH HISTORY OF EUROPE
- 275 - GENERAL CHURCH HISTORY OF ASIA
- 276 - GENERAL CHURCH HISTORY OF AFRICA
- 277 - GENERAL CHURCH HISTORY OF NORTH AMERICA
- 278 - GENERAL CHURCH HISTORY OF SOUTH AMERICA
- 279 - GENERAL CHURCH HISTORY OF OCEANIA, POLAR REGIONS

280 - CHRISTIAN CHURCHES AND SECTS
- 281 - EARLY EASTERN CHURCH
- 282 - ROMAN CATHOLIC CHURCH
- 283 - ANGLICAN AND AMERICAN PROTESTANT EPISCOPAL CHURCH
- 284 - PROTESTANTISM
- 285 - PRESBYTERIAN, REFORMED, CONGREGATIONAL
- 286 - BAPTIST, DISCIPLES OF CHRIST AND ADVENTIST
- 287 - METHODIST
- 288 - UNITARIAN
- 289 - OTHER CHRISTIAN SECTS

290 - NON-CHRISTIAN RELIGIONS
- 291 - COMPARATIVE AND GENERAL MYTHOLOGY
- 292 - GREEK AND ROMAN RELIGION AND MYTHOLOGY
- 293 - TEUTONIC AND NORTHERN RELIGION AND MYTHOLOGY
- 294 - BUDDHISM, BRAHMANISM, HINDUISM
- 295 - NON-SEMITIC ASIATIC RELIGIONS
- 296 - JUDAISM
- 297 - ISLAM
- 298 -
- 299 - OTHER NON-CHRISTIAN RELIGIONS

APPENDIX C—SAMPLE CARDS

SAMPLE CARD SET

Author Card:

241 Sch
Shaeffer, Edith.
Lifelines: the Ten Commandments for today. Crossway Books, c1982.

Tracing (back of author card):

t.
TEN COMMANDMENTS

Title Card:

Lifelines.
241 Sch
Shaeffer, Edith.
Lifelines: the Ten Commandments for today. Crossway Books, c1982.

Subject Card:

TEN COMMANDMENTS.
241 Sch
Shaeffer, Edith.
Lifelines: the Ten Commandments for today. Crossway Books, c1982.

MAIN ENTRY

Author (person):

242 Gor
Gordon, Arthur.
Through many windows. Revell, c1983.

Biography:

B PotG
Gentz, William H.
The world of Philip Potter. Friendship, c1974.

Bound with another book:

F Hill
Hill, Grace Livingston.
The man of the desert. Revell, c1982.

Bound with: An unwilling guest, by Grace Livingston Hill. Revell, c1982.

F Hill
Hill, Grace Livingston.
The unwilling guest. Revell, c1982.

Bound with: Livingston, G. L. The man of the desert.

(Second main entry card, with call number of first)

Clipping, with author:

VF
Valente, Judity.
Hanukah, young celebrate ancient rite (newspaper clipping) The Washington Post, December 5, 1977.

With pictures.
Filed in vertical file under HANUKAH.

Compound surname:

B Ten
Ten Boom, Corrie.
In my father's house. Revell, c1967.

Editor, as author:

220 Sim
Sim, Albert E., ed.
Who's who in the Bible. Ed. by the Rev. Albert E. Sims and the Rev. George Dent. Philosophical Library, c1960.

Editor, NOT as author:

242 Tru
Trueblood, Elton.
The meditations of Elton Trueblood. Ed. by Stephen R. Sebert and W. Gordon Ross. Harper & Row, c1975.

Forename:

248 Fra
Francis de Sales, Saint.
Introduction to the devout life. Rev. ed. Doubleday, c1972.

Joint author:

231 Rob
Robertson, Pat.
The secret kingdom, by Pat Robertson and Bob Slosser. Nelson, c1982.

Pamphlet author:

VF
Ott, Helen Keating.
Helping children through books; a selected book list for the seventies. (pamphlet) Church and Synagogue Library Association, 1974.

Filed in vertical file under CHILDREN'S LITERATURE.

Conference:

262 United Methodist Church, Baltimore
Uni Annual Conference, Towson, MD, 1984.
Minutes of the special session. Towson United Methodist Church, Towson, MD, September 29, 1984. TM/UMR Productions, 1984.

Corporate author, association:

220 National Geographic Society.
Nat Everyday life in Bible times. National Geographic, c1967.

Corporate author, government agency:

641 U.S. Department of Agriculture. Human
Uni Nutrition Research Branch.
Recipes for quantity service. GPO, 1954

Open entry:

283 Episcopal Church annual. Morehouse
Epi Publishing

Annual
Library has
1991 1994 1997
1992 1995
1993 1996

Periodical (as author):

j200 Life (periodical).
Lif The world's great religions. Young reader's ed. Golden Press, c1967.

Periodical:

Per Media; library service journal. (periodical)
Sunday School Board, Southern Baptist Convention.

Quarterly.

Preceded by Church library magazine.
Filed on periodical shelf.

Sacred book:

225 Bible. New Testament.
Bar The New Testament; a new translation by William Barclay. Collins, c1969.

2v.

Contents: v.1, The Gospels and the Acts of the Apostles; v.2, the Letters and the Revelation.

Title main entry (without author):

423 College dictionary. Rev. ed. Random
Col House, c1982.

Title main entry (compilation):

296 The Hanukkah anthology. Comp. by Philip
Han Goodman. Jewish Publication Society, c1976.

ADDED ENTRIES

Compiler:

Zulke, Frank. comp.
300 Through the eyes of social science.
Thr Comp. by Frank Zulke. Kendall Hunt, c1976.

Editor:

Russell, A. J. ed.
242 God calling, by two listeners. Ed. by A. J.
God Russell. Revell, 1982.

Illustrator:

Rockwell, Norman. illus.
234 Bauer, Fred.
Bau The faith of America. Illus. by Norman Rockwell. Guideposts, 1980.

Joint author:

Morrison, Douglas A. jt. auth.
248 McNeil, Donald P.
McN Compassion; a reflection on the Christian life, by Donald P. McNeil, Douglas A. Morrison and Henry J. M. Nouwen. Doubleday, c1982.

Series:

Butterfly books
J Gurley, Jayne.
Gur The birthday wish. Illus. By Tom Masterson. Revell, c1975.

Subject:

CHRISTIAN LIFE – FICTION
F Gobbell, Phyllis C.
Gob In search of a quiet place. Broadman, c1986.

Title:

If God cares, why do I still have problems?
248 Ogilvie, Lloyd J.
Ogi If God cares, why do I still have problems? Word Books, c1985.

Title abbreviated:

Pilgrim's progress.
F Bunyan, John.
Bun The pilgrim's progress from this world to that which is to come, with an introduction by Samuel McChord Crothers. Scribner's, c1918.

Title subtitle:

Making the most of life's second half.
248 Maves, Paul B.
Mav Faith for the older years; making the most of life's second half. Augsburg, c1986.

Title (or subtitle) on cover or jacket:

Daily meditations on the Sermon on the Mount.
242 Shepherd, J. Barrie.
She Prayers from the Mount. Westminster, c1986.

Cover subtitle: Daily meditations on the Sermon on the Mount.

Translator:

Barclay, William. Trans.
226 Bible. N.T. Acts.
Bar The Acts of the Apostles. Trans. with an introduction and interpretation by William Barclay. Rev. ed. Westminster, c1976.

Analytic: subject:

LAKE OF GALILEE p.110:
915 Hollis, Christopher.
Hol Holy places; Jewish, Christian and Muslim monuments in the Holy Land. Praeger, c1969.

Contents: Jewish holy places.–Christian holy places.–The Lake of Galilee,–and others.

Analytic: title:

Rock of ages p.259:
783 Reynolds, William Jensen.
Rey A survey of Christian hymnody. Holt, Rinehart & Winston, c1963.

Contains illustrative hymns with music: Amazing grace.-Lead kindly light.-Rock of ages.-and others.

Contents:

920 Eisenhower, Julie, Nixon.
Eis Special people. Simon & Schuster, c1977.

Contents: Golda Meir.–Ruth Bell Graham.–Charles, Prince of Wales.–Anne Morrow Lindberg.–Mao Tse-tung.–Mamie Doud Eisenhower.

Frequency and holdings:

R
016 Audio-visual resources guide. Friendship.
Aud

Irregular.
Library has

9th ed. 1972.

Series and age group:

J Gurley, Jane.
Gur The birthday wish. Illus. By Tom Masterson. Revell, c1975.

Butterfly books (series).
Grades 1-5.

Summary:

B Hindman, Jane F.
Neu An ordinary saint; the life of John Neumann. Arena Lettres, c1977.

Summary: A biography of the Bishop renowned for his good deeds who was proclaimed a saint in 1977.

Title change:

Media; library services journal. (Periodical)
025 Sunday School Board, Southern Baptist Convention.

Quarterly.

Preceded by Church library magazine.

Cover title:

225 Bible. N.T.
Dar The New Testament of our Lord and Savior Jesus Christ. Ed. By Gilbert Darlington. Am. Bible Soc., 1955.

Cover title: Good news.

Jacket subtitle:

649 Sloane, Valerie.
Slo Creative family activities. Abingdon, c1976.

Jacket subtitle: Living, loving and learning together.

EXAMPLES OF CROSS REFERENCES

"See" reference (from nothing to something):

CHILD PSYCHOLOGY

see

CHILD STUDY

CHRISTIAN HERALD

see

current periodical shelf

"See also" reference (from something to something more):

APOSTLES

see also

names of individual apostles, e.g., MATTHEW, SAINT

EXAMPLES OF SHELF LIST CARDS

Individual book:

248 Jenkins, Peter. The road unseen, by
Jen Peter and Barbara Jenkins. Nelson, c1985.

1524 March 25, 1986

Multi-volume set:

R
220 Interpreter's dictionary of the Bible.
Int Ed. by George Arthur Buttrick and others.
Abingdon, c1962.

4v.
325 v.1 July 31, 1979
326 v.2 July 31, 1979
327 v.3 July 31, 1979
328 v.4 July 31, 1979
762 Suppl. December 12, 1980

Periodical (bound):

R
050 The messenger. (periodical) Bethesda United
Mes Methodist church

1917 1960-1964 May 17, 1965
2156 1965-1969 September 14, 1970
2357 1970-1974 March 25, 1980
2613 1975-1979 October 18, 1980
3076 1980-1984 August 10, 1985

APPENDIX D—RESOURCES

ABRIDGED DEWEY DECIMAL CLASSIFICATION AND RELATIVE INDEX. 12th ed. Albany, NY: Forest Press, 1990.

AKERS SIMPLE LIBRARY CATALOGING. 7th ed. Metuchen, NJ: Scarecrow Press, 1985.

AMERICAN BOOK PUBLISHING RECORD. (Periodical) New York, NY: R. R. Bowker Company, monthly. (Annual cumulations available)

CLASSIFYING CHURCH OR SYNAGOGUE LIBRARY MATERIALS, by Dorothy Kersten. Rev. 2nd ed. (CSLA Guide No. 7) Portland, OR: Church and Synagogue Library Association, 1990.

COMMONSENSE CATALOGING; A CATALOGER'S MANUAL, by Esther J. Piercy. 4th Rev. ed. Bronx, NY: H. W. Wilson Company, 1990.

SEARS LIST OF SUBJECT HEADINGS. 14th ed. Bronx, NY: H. W. Wilson Company, 1991.

SUBJECT HEADINGS FOR CHURCH AND SYNAGOGUE LIBRARIES, by Dorothy Kersten. Rev. 2nd ed. (CSLA Guide No. 8) Portland, OR: Church and Synagogue Library Association, 1990.

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Church and Synagogue Library Association Publications

Guides

No. 1 Setting Up a Library: How to Begin or Begin Again, by Ruth S. Smith. Rev. ed. 1994. 23 p. $7.00; members, $5.50.

No. 2 Promotion Planning Year 'Round, by Claudia Hannaford and Ruth S. Smith. Rev. 3rd ed. 1996. 68 p. illus. $11.00; members, $8.00.

No. 3 Workshop Planning, by Ruth S. Smith. Rev. ed. 65 p. illus. $8.00; members, $6.25.

No. 4 Selecting Library Materials, by Arthur W. Swarthout. 3rd Rev. ed. 16 p. $4.75; members, $3.50.

No. 5 Cataloging Made Easy, by Ruth S. Smith. 36 p. illus. index. $9.00; members, $7.25.

No. 6 Standards for Church and Synagogue Libraries: Guidelines for Measuring Effectiveness and Progress. 1993. 20 p. $7.00; members, $5.50.

No. 7 Classifying Church or Synagogue Library Materials, by Dorothy B. Kersten. Rev. 2nd ed. 20 p. $6.00; members $4.75.

No. 8 Subject Headings for Church and Synagogue Libraries, by Dorothy B. Kersten. Rev. 2nd ed. 48 p. $8.25; members, $6.50.

No. 9 A Policy and Procedure Manual for Church and Synagogue Libraries: A Do-It-Yourself Guide, by G. Martin Ruoss and Joyce Allen. Rev. 2nd ed. available summer, 1994. 14 p. $7.00; members, $5.50.

No. 10 Archives in the Church or Synagogue Library, by Evelyn R. Ling. Rev. 2nd ed. 1996. 24 p. $8.25; members, $6.50.

No. 11 Planning Bulletin Boards for Church and Synagogue Libraries, by Janelle A. Paris. 48 p. illus. $8.25; members, $6.50.

No. 12 Getting the Books Off the Shelves: Making the Most of Your Congregation's Library, by Ruth S. Smith. Rev. ed. 40 p. $9.00; members, $7.25.

No. 13 The ABC's of Financing the Church and Synagogue Library: Acquiring Funds, Budgeting, Cash Accounting, by Claudia Hannaford. 36 p. $7.25; members, $5.75.

No. 14 Recruiting and Training Volunteers for Church and Synagogue Libraries, by Lorraine E. Burson. 32 p. illus. charts. Bibliography. $7.25; members, $5.75.

No. 15 Providing Reference Service in Church and Synagogue Libraries, by Jennifer Pritchett. 60 p. Bibliography. $8.25; members, $6.50.

No. 16 The Bible in Church and Synagogue Libraries, by William H. Gentz. 26 p. $7.25; members, $5.75.

Bibliographies

Church and Synagogue Library Resources, by Dorothy Rodda. 5th Rev. ed. 24 p. $6.00; members, $4.75.

A Basic Book List for Church Libraries, by Bernard E. Deitrick. 4th Rev. ed. 16 p. $6.00; members, $4.75.

Helping Children Through Books: A Selected Booklist, by Patricia Pearl. Rev. 3rd ed. 24 p. $7.25; members, $5.75.

Religious Books for Children: An Annotated Bibliography, by Patricia Pearl Dole. Rev. ed. 40 p. $8.35; members, $6.50.

Books For Teens, Stressing the Higher Values, by Edith S. Tyson. 1993. 30 p. $8.25; members, $6.50.

Tracts

The Congregational Family Uses the Library. Rev. ed. 1993. 4 p. illus.
The Teacher and the Library - Partners in Religious Education. Rev. 4 p. illus.
Cost: 15¢ per copy; $2.50/25; $4.50/50; $8.50/100.